REVISED – MARCH 10, 2006

2005-2006 No Child Left Behind - Blue Ribbon Schools Program
U.S. Department of Education

Type of School: X Elementary __ Middle __ High __ K-12 __Charter

Name of Principal Mrs. Leslie Smuts
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Katy Elementary
(As it should appear in the official records)

School Mailing Address 5726 George Bush Drive
(If address is P.O. Box, also include street address)

Katy | Texas | 77493-1922
City | State | Zip Code+4 (9 digits total)

County Harris
State School Code Number 101-914-102
Telephone (281)-237-6550
Fax (281)-644-1550

Website/URL http://schools.katyisd.org/campus/ke/index.htm
E-mail lesliesmuts@katyisd.org

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

_____ Date_____
(Principal's Signature)

Name of Superintendent Dr. Leonard Merrell
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Katy Independent School District Tel. (281)-396-2304

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

_____ Date_____
(Superintendent's Signature)

Name of School Board
President/Chairperson Mrs. Jackie A. Birkel

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

_____ Date_____
(School Board President's/Chairperson's Signature)

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)

2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2005-2006 school year.

3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.

4. The school has been in existence for five full years, that is, from at least September 2000 and has not received the 2003, 2004, or 2005 *No Child Left Behind – Blue Ribbon Schools Award.*

5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.

7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:
   26 Elementary schools
   _____ Middle schools
   10 Junior high schools
   6 High schools
   2 Other

   44 TOTAL

2. District Per Pupil Expenditure: $6,139

   Average State Per Pupil Expenditure: $8,916

SCHOOL

3. Category that best describes the area where the school is located:

   [ ] Urban or large central city
   [ ] Suburban school with characteristics typical of an urban area
   [X] Suburban
   [ ] Small city or town in a rural area
   [ ] Rural

4. 8 Number of years the principal has been in her/his position at this school.

   _____ If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total		Grade	# of Males	# of Females	Grade Total
PreK	14	19	**33**		**7**			
K	40	45	**85**		**8**			
1	45	34	**80**		**9**			
2	49	37	**85**		**10**			
3	51	44	**95**		**11**			
4	54	34	**88**		**12**			
5	55	44	**99**		**Other**	2	2	4
6								
		TOTAL STUDENTS IN THE APPLYING SCHOOL →						569

[Throughout the document, round numbers to avoid decimals.]

6. Racial/ethnic composition of the students in the school:

80	% White
6	% Black or African American
13	% Hispanic or Latino
1	% Asian/Pacific Islander
	% American Indian/Alaskan Native
100%	**Total**

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: 7 %

[This rate should be calculated using the grid below. The answer to (6) is the mobility rate.]

(1)	Number of students who transferred ***to*** the school after October 1 until the end of the year.	17
(2)	Number of students who transferred ***from*** the school after October 1 until the end of the year.	21
(3)	Total of all transferred students [sum of rows (1) and (2)]	38
(4)	Total number of students in the school as of October 1	569
(5)	Total transferred students in row (3) divided by total students in row (4)	.0667
(6)	Amount in row (5) multiplied by 100	6.67

8. Limited English Proficient students in the school: 3 %
   18 Total Number Limited English Proficient

   Number of languages represented: 4
   Specify languages: Spanish, Vietnamese, Japanese, Mandarin Chinese

9. Students eligible for free/reduced-priced meals: 13 %

   Total number students who qualify: 79

   If this method does not produce an accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 13 %
    77 Total Number of Students Served

    Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

3 Autism	0 Orthopedic Impairment
0 Deafness	17 Other Health Impaired
0 Deaf-Blindness	22 Specific Learning Disability
3 Emotional Disturbance	24 Speech or Language Impairment
0 Hearing Impairment	0 Traumatic Brain Injury
8 Mental Retardation	0 Visual Impairment Including Blindness
0 Multiple Disabilities	

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	Full-time	**Part-Time**
Administrator(s)	2	
Classroom teachers	25	2
Special resource teachers/specialists	11	7
Paraprofessionals	13	3
Support staff	2	3
Total number	53	15

12. Average school student-"classroom teacher" ratio, that is, the number of students in the school divided by the FTE of classroom teachers: 21:1

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Daily student attendance	97%	97%	97%	97%	97%
Daily teacher attendance	94%	94%	94%	95%	95%
Teacher turnover rate	9%	23%	7%	11%	11%

PART III - SUMMARY

Katy Elementary, through a balanced, dynamic, aligned curriculum and a cooperative partnership with parents and community, will seek academic excellence and prepare its diverse student body for the changes and challenges of the future. Katy Elementary will provide a secure environment which fosters a love of learning and enables all children to pursue productive and fulfilling lives. This is the mission statement for Katy Elementary and truly reflects the attitude and actions of the entire faculty, staff, and community.

Located twenty-five miles west of downtown Houston, Katy Elementary is part of a fast-growing school district. Our school, established over 100 years ago, has the feel of a traditional, small town school. Many of our students' parents and/or grandparents attended this school. Katy Elementary is the oldest of twenty-six elementary schools in Katy Independent School District and is the original school in the district. We take pride in our history and the traditions of the school and its surrounding community. Even though our school gains many new students each year due to economic growth or rezoning of district attendance areas, the students are quickly assimilated into the culture, traditions, and high academic standards that have been maintained for over a decade.

One of the contributing factors to our ongoing success is the stability of our faculty and staff. Twenty-two faculty members have been at Katy Elementary for ten or more years. Many of our staff members attended Katy Independent School District schools themselves. Approximately 75% of our teachers have over ten years of teaching experience. Twenty-nine faculty members have taught at another grade level than the one they are currently teaching. This stability allows for consistency and continuity in the high expectations of the campus. In addition, both the principal and assistant principal have been at the school for over eleven years. The principal served as assistant principal for three years at Katy Elementary before becoming principal eight years ago, and the assistant principal was a classroom teacher on the campus prior to her current appointment.

Katy Elementary has maintained an Exemplary rating from the State of Texas for the past six years. We were recognized as a Just For The Kids/Texas Business Education Coalition Honor Roll School for three years. These accolades result from an ongoing philosophy that includes student specific instruction, thinking out of the box, no excuses accepted, and learning for all, whatever it takes. Weekly collaborative meetings provide ways to continually discuss students in need of assistance and collectively identify interventions to support those students. Some of these interventions may include individual tutoring by a parent, fifth grade student, high school student, community mentor, or faculty/staff member. Over 90% of the Katy Elementary faculty serves as a "buddy" to help prepare students for the state assessments. We also have a very active parent volunteer program that supports students both directly and indirectly. Through creative use of personnel units, we added the services of both a half-time instructional coordinator and a language arts coordinator. They are very instrumental in student success by providing a smaller teacher to student ratio.

Expectations for student achievement are high at Katy Elementary for **all** students, including those in special education. Campus goals are set for 100% of the students to pass the state assessment in each tested subject and grade level. Another goal states that 100% of second and fifth graders are to score at or above their measured ability level on the Stanford Achievement Test-10/Otis Lennnon Standard Aptitude Test. While our students' scores indicate mastery levels on the state assessments and standardized tests, we continue to provide our students with a well-balanced curriculum to prepare for the challenges of the real world, as stated in our mission statement. Therefore, our students are challenged to reach their highest potential on a daily basis. Several before school programs such as choir, physical education, library, and computer lab are available for student enrichment and exploration of interests. In the midst of an ever-changing world, Katy Elementary continues to provide its students with an aligned, dynamic curriculum within the confines of a traditional, small town community school.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results

In the state of Texas, elementary students in public schools are tested in grades three, four, and five using the Texas Assessment of Academic Skills (TAKS), which is closely aligned with the state curriculum, Texas Essential Knowledge and Skills **(**TEKS). This assessment is criterion-referenced and meets with the federal requirements of the *No Child Left Behind Act*. Students are assessed in third through fifth grades in the areas of reading and math. Additionally, fourth graders are tested in writing and fifth graders are tested in science. Students in third grade have three opportunities to pass the reading test in order to be promoted to fourth grade. In fifth grade, students must pass both the reading and math test, given on three different occasions. The TAKS is not a test of minimal skills, but rather an assessment of higher level thinking skills such as inferencing and multi-step problem solving.

Scale scores are reported for each student in each subject area tested. Students can Meet the Standard, which represents satisfactory academic achievement of the TEKS at a level that is at or above the state's passing standard. Students may earn Commended Performance, which demonstrates high academic achievement at a level that is considerably above the state passing standard. This category represents a mastery of the TEKS at a high level. Additional information regarding the state assessment can be found at www.tea.state.tx.us/student.assessment.

In Texas, students in special education have the opportunity to be tested in a variety of ways. The Admission Review and Dismissal (ARD) committee determines the most appropriate assessment for the student based on his/her individualized educational program goals. These students may take the TAKS, the State Developed Alternative Assessment (SDAA), or a Locally Developed Alternative Assessment (LDAA).

Public schools in Texas are rated by the Texas Education Agency based on overall passing rates for each subject area on the TAKS and by the percentage of students meeting ARD expectations on the SDAA/LDAA. In order to receive the highest rating of "Exemplary," schools must achieve a 90% passing rate on TAKS in all subject areas and on SDAA/LDAA. In addition, 90% of students in subpopulation groups must pass these assessments. Since 2003, when TAKS was implemented as the state assessment, Katy Elementary has achieved the Exemplary rating.

For the past three years, Katy Elementary students have maintained a passing rate of 98-99% in reading, 99% in math, and 99% in writing. The percentage of students achieving Commended Performance has been 35-49% in reading, 43-55% in math, and 37-63% in writing. The percentage of students meeting ARD expectations has been 81-99%. Disparity among our subpopulation groups does not exist. For example, in 2005, 99% of African American, Hispanic, and Economically Disadvantaged students passed the reading and math TAKS tests.

Texas public schools may also qualify for Gold Performance Acknowledgements (GPA). GPA is a system of recognition for high performance on measures beyond the base indicators that are used to assign accountability ratings such as the Commended Performance on TAKS. Katy Elementary received Gold Performance Acknowledgements based on the number of Commended students in reading, math, writing, and science for 2005.

While our test scores are indicative of our students' academic success, our campus continues to strive to meet the ever-changing and varied needs of our students.

2. Using Assessment Results

Throughout the year, we use several assessment instruments to collect data on all students. Analyzing this data is an integral skill used by administrators and teachers to improve student achievement levels and the overall performance of the school. During the summer, administrators gather and analyze data from the state assessments, Texas Assessment of Knowledge and Skills (TAKS), and the State Developed Alternative Assessment (SDAA), for grades three through five. This data is presented to all staff before school starts. This allows all faculty members to be aware of campus strengths and weaknesses, as well as those of individual students. Using the information presented, grade level teams, support staff, and vertical teams work together to develop strategies to address students' needs. Through the use of a data management system, teachers and administrators are able to access disaggregated data on individual students and various student groups, according to TAKS objectives, at the touch of a button on his/her classroom computer. This information helps teachers individualize instruction according to student strengths and weaknesses.

Assessment and data analysis are ongoing processes at Katy Elementary. Various methods of evaluation, such as teacher-made tests, standardized testing, criterion, and/or norm-referenced testing are utilized to determine the level of individual student achievement in all content areas and grade levels. This information is used to plan interventions such as compensatory education, classroom modifications, tutorials, and small group instruction. Students scoring in "at-risk" ranges are referred to the campus collaborative team which is comprised of the two administrators, the counselor, two reading specialists, instructional coordinators, district psychologist, and teacher/s of the student. This committee meets weekly to develop individualized intervention plans and monitor student progress. For special education students, staffing committees review student progress toward individualized educational goals and recommend possible changes to students' programs.

3. Communicating Assessment Results

Katy Elementary communicates student performance and assessment data in a variety of ways. During the first three weeks of school, teachers share testing data and expectations for student achievement at each grade level's parent orientation. Every third week of the school year, we communicate student achievement and behavior through either a progress report or report card. Administrators check over all grades and progress reports to parents. Written reports detail specific difficulties students may be experiencing. Individual student reports for standardized test results are placed in report cards, as data is received. Teachers provide parents the opportunity to learn about the expectations and strategies related to state assessments at Parent Academies, at all grade levels. Teachers also share detailed assessment information, student progress, and individual intervention plans at least once a year and more often, if necessary, at parent/teacher conferences. These are held with 100% of our parents.

Parents receive regular communication from the school. Every Tuesday, we send a note, "Upcoming Events," which informs parents of school activities, accomplishments, and test data, as it is made available. We also send home a communication folder on a weekly, sometimes daily, basis. It contains graded work, conduct/work habits reports, and other forms of school communications.

Another means of communicating assessment results is through our Campus Advisory Team, which is comprised of administrators, teachers, parents, community, and business members. The group meets periodically throughout the year to review assessment data and set campus goals. This team develops the campus improvement plan, which is made available to all faculty members and parents. The meetings are published in advance and are open to the public. The principal shares assessment results at PTO meetings and at her Roundtable discussions with parents. Data is also published in the local newspapers and is available on the school's website at www.katyisd.org.

4. Sharing Success

Our successes are recognized at the local and state levels. We are provided with many opportunities to share our story. As part of being recognized as a Texas Honor Roll School, teachers and administrators participated in share sessions with other Texas educators. Central office administrators meet with the principal to determine the reasons behind our sustained high level of achievement. In particular, the district curriculum director asked the principal to discuss specific science instructional practices that result in high science TAKS scores. The campus administrators regularly meet with their peers from other campuses to share successful practices. The principal also mentors a first year principal.

The expertise of our teachers is recognized throughout the district. Several serve on vertical teams and/or curriculum writing committees at the district level. Teachers also assist in developing district assessments. Within our own campus, we have vertical teams in each content area that meet regularly to address curriculum and instructional needs. Several of our teachers present at district trainings and state level science, art, technology, and math conventions as well as serve as district mentors.

Visitors are a frequent occurrence at Katy Elementary. Numerous administrators observe our collaborative conferences. A videotape of our collaborative process is used as the district training model. The video was also shared at the Texas Association of Supervisors and Curriculum Directors Convention. Teachers and administrators, both inside and outside of our district, visit our school. Aspiring teachers often request to observe in our classrooms. Student teachers are frequently assigned to our school. Many schools within our district visit our newly-developed science lab and literacy library.

The secret to our success is difficult to explain. It is not a program. It is not something that can be purchased – it is the culmination of beliefs, values, and lots of hard work. It is the culture of our school.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum

Our curriculum is based on the Katy Management of Automated Curriculum (KMAC), which is aligned to the Texas Essential Knowledge and Skills (TEKS), our state curriculum framework. KMAC organizes curriculum into student expectations by six weeks with sample assessments, clarifiers, resources, suggested strategies, and structures to facilitate the lesson planning and delivery of instruction.

In language arts, students are provided a balanced curriculum that includes the acquisition of reading, writing, spelling, handwriting, listening, and oral language skills. A strong, phonics program is implemented along with a carefully selected body of children's literature, which contains a variety of genres. As the curriculum objectives spiral through the grade levels and students master basic skills, emphasis on the application of these skills is essential in order for all students to become critical readers who are able to express themselves clearly.

Our math curriculum is designed to build a strong foundation of computation skills, which are then applied to complex problem-solving. Students are encouraged at all levels to read, write, and think mathematically and are given many opportunities to practice these skills individually and in small groups. State-mandated objectives include number concepts, algebraic relationships, geometry, measurement, probability and statistics, and application of math to every day problems. Teachers use different methods to individualize instruction in order to build a community of mathematically literate students.

Science instruction is based on four key components that spiral through all grade levels and include the sciences of life, earth, physical as well as the nature of science. All students learn and apply the steps of the scientific process in a variety of hands-on science activities. The science curriculum extends basic knowledge and skills into real world application of concepts in order to prepare students for life in a scientific, technological world.

The social studies curriculum provides many opportunities to integrate instruction with language arts. Students read fiction and non-fiction texts relating to the various strands of the curriculum, which include communities, state and national history and geography, citizenship, economics, government, culture, society, and technology. They engage in verbal discussions and/or written responses to develop an awareness and understanding of our world in order to become a productive citizen.

Perception, creative expression, historical/cultural heritage, and response/evaluation are the strands that spiral through the fine arts curriculum. These strands provide all students with an enriched exposure to various elements and principles of art that are presented in a variety of mediums. Art education encourages creativity, a positive self-image, and allows further integration of concepts from other content areas.

The music curriculum incorporates theory and reading of music using the Kodaly approach and the Orff Schulwerk method. All students have opportunities to sing, move to music, and play instruments both individually and in groups, as they accomplish the fine arts objectives. Grade levels prepare and participate in a culminating performance that showcases the students' acquisition of musical skills.

The physical education program integrates science, math, health, and fitness concepts through various activities. Students obtain motor, cognitive, social, personal, and interpersonal skills, which are components of the curriculum. Health and science objectives are taught using a variety of instructional methods and movement activities. Our school-wide approach to wellness promotes healthy eating choices and regular exercise in order for students to pursue long and healthy lives.

2. Reading

Katy Elementary believes that all students can be taught to read and that all teachers are reading teachers. Based on research and best practices, we provide a balanced, integrated, and individualized program that ensures all students will become proficient readers. Primary students receive a strong foundation in phonemic awareness and phonics through a program that is continued in all grade levels. As decoding and word attack skills progress, comprehension skills are developed. Teachers use a variety of strategies such as read aloud, shared and guided reading, workstations, and literature circles. Although each grade level uses a state-adopted reading series, the basal is not the reading curriculum, but one of many resources available for teachers to enhance instruction. Our literacy library contains leveled readers, big books, pair-it books, classroom sets of novels, content aligned non-fiction books, and books on tape in order to support reading instruction throughout the school. All teachers have access to these materials in order to accelerate, reinforce, enrich, and excite children about the importance of applying reading skills in all content areas and everyday life. Our campus literacy committee meets regularly to investigate new materials available to support all levels of readers and to ensure the alignment of reading instruction.

Recognizing that all students do not learn to read at the same rate or level of proficiency, struggling readers are provided additional support. Students identified as "at risk" have access to several interventions. Supplemental instruction is available through an additional reading teacher who services students in small, flexible groups or in one-on-one situations. Incentive programs motivate students to develop a love of reading. Accelerated Reader and several other programs provided through school-business partnerships reward students for meeting individual reading goals. We believe that the success of our reading program is not defined by TAKS scores only. Equally as important is the development of a student's love of reading.

3. Science

Katy Elementary students are enthusiastic about science. Not only is it a high interest subject, it integrates well with other content areas such as reading and math. Science provides the opportunity for students to read nonfiction text in a meaningful way and further develop reading skills such as inferencing, drawing conclusions, and determining fact and opinion. Hands-on activities enable students to authentically apply math skills like measurement, estimating, predicting, probability and statistics, collecting and interpreting data, computation, and problem solving in real world situations. The science curriculum spirals through the grade levels, enabling students to make connections as developmentally appropriate.

Students in all grade levels utilize our school's science lab. Speakers provide hands-on demonstrations in order to continually motivate students about science and its connections to everyday life. Teachers receive additional training from outside consultants and by attending various workshops to increase the levels of student achievement in science.

The importance of science is evident throughout the campus. Students plant and maintain a school wildflower garden, providing the opportunity for all children to observe and learn about different kinds of plants and how they grow. We have an enrichment center called the Exploration Station, which offers students a place to extend their knowledge of a particular science concept. Daily morning announcements include "Science Clues You Can Use," a segment related to a science concept, developed and presented by fifth-grade students.

As our school strives to instill a love of learning in our students in order to become productive and lifelong learners in the twenty-first century, science is of utmost importance as we prepare our students for the changes and challenges of the future.

4. Instructional Methods

Various instructional methods are utilized in order to improve student learning. As formative assessments are created, teachers determine the most appropriate instructional practice for each student. While whole group instruction can be effective to introduce a concept, it is sometimes necessary to use other methods such as small groups, peer tutoring, one-on-one teaching, work stations, and/or team teaching to reinforce student understanding. Teachers use numerous strategies like higher level questioning, guided reading, partner games, and differentiated instruction in order to authentically engage students. Technology is another important tool used to enhance the delivery of instruction, reinforcement of skills, assessment, and enrichment. Students and teachers have access to computers in the classroom, two campus labs, the school library, and the wireless lab. Teachers also use the distance learning lab to bring the outside world into the classroom. In math, reading, writing, and science, all students are taught to use mnemonic devices and graphic organizers, which are vertically aligned, to assist in remembering the sequential steps to derive a correct answer.

Inclusion is the model generally used to provide services to students in special programs such as special education, compensatory education, and English Speakers of Other Languages (ESOL). This practice lowers the teacher to student ratio and provides support for all students. There are times when students are served in a different setting, depending on their needs. For special education students, this can occur in our resource or life skills class. Identified gifted and talented students receive services through the district Challenge program, one day a week. Students identified as demonstrating the characteristics of dyslexia receive additional reading support in a small group setting with a reading specialist.

Katy Elementary constantly seeks new ways to support students. After-school tutorials provide students extra support in reading, math, writing, and science. The bottom line is that we do whatever it takes to ensure that each student achieves his/her highest level of success.

5. Professional Development

Our professional development plan is based on a collection of data obtained from test scores, classroom observations, grades, teacher feedback, and district/state mandates. The Campus Improvement Plan addresses the professional development needs, which are based on goals for student achievement. Most staff development is provided on campus by administrators and/or teachers, outside consultants, or district personnel. The trainer-of-trainers model is frequently used and has proven to be most effective. Teachers and paraprofessionals also attend off campus trainings, workshops, and conventions, as they relate to campus goals. We are fortunate to have a generous Parent Teacher Organization, which allocates funds to support the faculty in this endeavor. We participate in several book studies in an effort to stay abreast of current best practices in our profession. Some of the recent book studies include the books *Strategies That Work*, *On Common Ground*, *Reading With Meaning*, and *Teaching The Youngest Writers*.

For our campus, the most powerful and effective professional development comes from within our own faculty as we develop professional learning communities. Teaching and learning improves significantly by working collaboratively and building capacity within our own school organization. Staff members regularly share successful practices at team and faculty meetings. Our campus vertical teams are recognized at the district level for their strength in developing effective and innovative ways to deliver the curriculum to an ever-changing student population. Our teachers collaborate, both vertically and horizontally, to determine what students need to know, how we know they have learned it, what we do if they don't learn it, and what we do when they already know it. As we strive for our children to become life-long learners, we aspire to do the same and continually model the love of learning.

PART VII - ASSESSMENT RESULTS

No Child Left Behind - Blue Ribbon School
Grade 3 Reading (Language Arts or English)

Subject Reading Grade 3

Test Texas Assessment of Knowledge and Skills

Edition/Publication Year 2002-03, 2003-04, 2004-05

Publisher Texas Education Agency

State Tests

	2004-2005	2003-2004	2002-2003
Testing month	Feb./Apr.	Mar./Apr.	Mar.
SCHOOL SCORES			
% At or Above Met Standard	100%	100%	100%
% At Commended Performance	51%	47%	69%
Number of students tested	69	91	99
Percent of total students tested	90%	92%	95%
Number of students alternatively assessed	*	*	*
Percent of students alternatively assessed	10%	8%	5%
SUBGROUP SCORES			
1. Economically Disadvantaged			
% At or Above Met Standard	100%	100%	100%
% At Commended Performance	14%	42%	71%
Number of Students Tested	*	*	*
2. African American			
% At or Above Met Standard	100%	100%	100%
% At Commended Performance	0	16%	67%
Number of Students Tested	*	*	*
3. White			
% At or Above Met Standard	100%	100%	100%
% At Commended Performance	97%	63%	68%
Number of Students Tested	59	73	90
4. Hispanic			
% At or Above Met Standard	100%	100%	100%
% At Commended Performance	50%	50%	100%
Number of Students Tested	*	*	*

* <10 students tested

No Child Left Behind - Blue Ribbon School

Grade 4 Reading (Language Arts or English)

Subject Reading Grade 4

Test Texas Assessment of Knowledge and Skills

Edition/Publication Year 2002-03, 2003-04, 2004-05

Publisher Texas Education Agency

State Tests

	2004-2005	2003-2004	2002-2003
Testing month	Apr.	Apr.	Apr.
SCHOOL SCORES			
% At or Above Met Standard	98%	99%	99%
% At Commended Performance	40%	47%	37%
Number of students tested	83	108	117
Percent of total students tested	93%	98%	92%
Number of students alternatively assessed	*	*	10
Percent of students alternatively assessed	7%	2%	8%
SUBGROUP SCORES			
1. Economically Disadvantaged			
% At or Above Met Standard	100%	100%	91%
% At Commended Performance	20%	50%	0%
Number of Students Tested	*	*	11
2. African American			
% At or Above Met Standard	100%	100%	100%
%At Commended Performance	100%	60%	20%
Number of Students Tested	*	*	*
3. White			
% At or Above Met Standard	97%	99%	100%
% At Commended Performance	42%	45%	41%
Number of Students Tested	69	89	100
4. Hispanic			
% At or Above Met Standard	100%	100%	89%
% At Commended Performance	20%	56%	11%
Number of Students Tested	10	*	*

* <10 students tested

No Child Left Behind - Blue Ribbon School
Grade 5 Reading (Language Arts or English)

Subject Reading Grade 5

Test Texas Assessment of Knowledge and Skills

Edition/Publication Year 2002-03, 2003-04, 2004-05

Publisher Texas Education Agency

State Tests

	2004-2005	2003-2004	2002-2003
Testing month	Feb./Apr.	Apr.	Apr.
SCHOOL SCORES			
% At or Above Met Standard	100%	97%	96%
% At Commended Performance	57%	42%	42%
Number of students tested	83	111	132
Percent of total students tested	94%	90%	94%
Number of students alternatively assessed	*	13	*
Percent of students alternatively assessed	6%	10%	6%
SUBGROUP SCORES			
1. Economically Disadvantaged			
% At or Above Met Standard	100%	90%	75%
% At Commended Performance	43%	20%	13%
Number of Students Tested	*	10	*
2. African American			
% At or Above Met Standard	100%	100%	100%
%At Commended Performance	50%	66%	0%
Number of Students Tested	*	*	*
3. White			
% At or Above Met Standard	100%	99%	97%
% At Commended Performance	48%	45%	45%
Number of Students Tested	72	96	115
4. Hispanic			
% At or Above Met Standard	100%	80%	82%
% At Commended Performance	25%	0%	18%
Number of Students Tested	*	10	11

* <10 students tested

No Child Left Behind - Blue Ribbon School
Grade 3 Mathematics

Subject Math Grade 3

Test Texas Assessment of Knowledge and Skills

Edition/Publication Year 2002-03, 2003-04, 2004-05

Publisher Texas Education Agency

State Tests

	2004-2005	2003-2004	2002-2003
Testing month	Apr.	Apr.	Apr.
SCHOOL SCORES			
% At or Above Met Standard	100%	99%	99%
% At Commended Performance	49%	47%	39%
Number of students tested	68	89	102
Percent of total students tested	87%	90%	95%
Number of students alternatively assessed	10	*	*
Percent of students alternatively assessed	13%	9%	5%
SUBGROUP SCORES			
1. Economically Disadvantaged			
% At or Above Met Standard	100%	83%	86%
% At Commended Performance	14%	17%	14%
Number of Students Tested	*	*	*
2. African American			
% At or Above Met Standard	100%	100%	100%
% At Commended Performance	33%	0%	17%
Number of Students Tested	*	*	*
3. White			
% At or Above Met Standard	100%	100%	100%
% At Commended Performance	49%	49%	39%
Number of Students Tested	59	71	92
4. Hispanic			
% At or Above Met Standard	100%	100%	50%
% At Commended Performance	25%	67%	50%
Number of Students Tested	*	*	*

* <10 students tested

No Child Left Behind - Blue Ribbon School
Grade 4 Mathematics

Subject Math Grade 4

Test Texas Assessment of Knowledge and Skills

Edition/Publication Year 2002-03, 2003-04, 2004-05

Publisher Texas Education Agency

State Tests

	2004-2005	2003-2004	2002-2003
Testing month	Apr.	Apr.	Apr.
SCHOOL SCORES			
% At or Above Met Standard	100%	100%	99%
% At Commended Performance	60%	61%	52%
Number of students tested	83	106	113
Percent of total students tested	93%	96%	89%
Number of students alternatively assessed	*	*	13
Percent of students alternatively assessed	7%	4%	10%
SUBGROUP SCORES			
1. Economically Disadvantaged			
% At or Above Met Standard	100%	100%	90%
% At Commended Performance	40%	13%	10%
Number of Students Tested	*	*	10
2. African American			
% At or Above Met Standard	100%	100%	100%
% At Commended Performance	0%	20%	0%
Number of Students Tested	*	*	*
3. White			
% At or Above Met Standard	100%	100%	100%
% At Commended Performance	58%	66%	56%
Number of Students Tested	69	87	97
4. Hispanic			
% At or Above Met Standard	100%	100%	89%
% At Commended Performance	70%	44%	33%
Number of Students Tested	10	*	*

* <10 students tested

No Child Left Behind - Blue Ribbon School
Grade 5 Mathematics

Subject Math Grade 5

Test Texas Assessment of Knowledge and Skills

Edition/Publication Year 2002-03, 2003-04, 2004-05

Publisher Texas Education Agency

State Tests

	2004-2005	2003-2004	2002-2003
Testing month	Apr.	Apr.	Apr.
SCHOOL SCORES			
% At or Above Met Standard	100%	98%	98%
% At Commended Performance	62%	50%	50%
Number of students tested	82	109	131
Percent of total students tested	92%	89%	93%
Number of students alternatively assessed	*	13	*
Percent of students alternatively assessed	8%	11%	7%
SUBGROUP SCORES			
1. Economically Disadvantaged			
% At or Above Met Standard	100%	90%	75%
% At Commended Performance	14%	10%	13%
Number of Students Tested	*	10	*
2. African American			
% At or Above Met Standard	100%	66%	100%
% At Commended Performance	33%	33%	0%
Number of Students Tested	*	*	*
3. White			
% At or Above Met Standard	100%	99%	100%
% At Commended Performance	68%	54%	52%
Number of Students Tested	71	94	114
4. Hispanic			
% At or Above Met Standard	100%	100%	82%
% At Commended Performance	0%	10%	27%
Number of Students Tested	*	10	11

* <10 students tested